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ABSTRACT

This book uses pseudonyms for the 22 high school students who were researched, observed, interviewed, and worked with, in preparation for their appearance in this narrative. Their stories are presented in the book in their own words--to support a strong plea for a much more effective literacy curriculum. Noting that their voices validate much of the research conducted over the past 30 years in the field of reading instruction, the book contends that, despite this knowledge, the educational system has continued to employ faulty classroom practices. It offers solutions through three reading workshops: the first lays the foundation for change through goal setting, reading activities, study strategies, ongoing assessment and evaluation, and more. According to the book, Reading Workshop II was created so that smaller groups of "lifers" (i.e., students who have spent all their lives in remedial programs) can discover the power of oral and written language in a safe and supportive setting; and the third workshop, Reading Rebound, offers individualized remedial instruction modeled after Marie Clay's Reading Recovery program. All three workshops are fully described in the book. Appendixes contain additional information and scoring sheets for teachers. (Contains 137 references.) (NKA)

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